

Graduate Catalog

2011-2012

CURRICULUM AND INSTRUCTION

Department website: <http://education.nmsu.edu/ci/>

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E. Cahill, Associate Department Head – Teacher Licensure,, Ph.D., (Kent State)–early childhood education; J. O'Donnell, Department Head, Ed.D. (Massachusetts–Amherst)–critical pedagogy and democratic education and teacher education; H. P. Baptiste, Ed.D. (Indiana)–science elementary; R. C. Chavez, Ed.D. (New Mexico State)–curriculum and multicultural education; H. S. Garcia, Ed.D. (New Mexico State)–bilingual education, critical pedagogy; C. L. Gonzales, Ph.D. (New Mexico)– educational technology, multicultural/bilingual education; K. Glazewski, Ph. D. (Arizona State University) – Learning technologies; problem-based learning; technology-enhanced learning environments; Franzak, J. Ph. D. (New Mexico) Critical approaches to adolescent literacy; secondary language arts education; literacy policy; young adult literature.; O. D. Hadfield, Ed.D. (Northern Arizona)–mathematics, computer education; J. L. Haynes Writer, Ph.D., (New Mexico)–multicultural education, Native American education, teacher preparation, ethnicity, Native American identity, qualitative research; L. Huerta–Charles, Ph.D. (New Mexico State)–early childhood /bilingual education; Kim, Koomi, Ph. D. (University of Arizona), Language, reading and culture, miscue analysis, EMMA (eye movement and miscue analysis), Kinzer, C, Ph. D. (New Mexico State) Mathematics Education; mathematics professional development; learning systems preK–20.; P. Huntsberger, Ph.D. (Michigan State)–adult and continuing education administration; M. Mercado, Ph.D. (New Mexico)–bilingual and early childhood education; M. Morehead, Ed.D. (Missouri–Columbia)–teacher education, classroom management/motivation; H. Oesterreich, Ph.D. (Teachers College Columbia University New York)– Secondary Education; Feminist Critical Curriculum; P. Orelus Ed. D. (University of Massachusetts at Amherst)– Bilingual/ TESOL Education Program; M. Pruyn, Ph.D. (California– Los Angeles)– social/bilingual/multicultural education; L. V. Reyes, Ph.D. (New Mexico State)–early childhood education and critical pedagogy; M. Ruiz, Ph. D. (New Mexico)– Teaching English to Speakers of Other Languages (TESOL); D. Rutledge, Ph.D. (University of Colorado–Boulder)–learning technologies, international education; M. N. Torres, Ph.D. (New Mexico)– sociocultural and psychological foundation; L. Uribe, Ph. D. (Virginia Tech)– Mathematics Education; K. Wiburg, Ed.D. (U.S. International)–instructional technology;

DEGREE: Master of Arts

MAJOR: Education

CONCENTRATION: Bilingual Education

CONCENTRATION: Early Childhood Education

CONCENTRATION: Early Childhood Special Education

CONCENTRATION: Teaching English to Speakers of Other Languages

DEGREE: Master of Arts in Teaching

CONCENTRATION: Math

CONCENTRATION: Science

CONCENTRATION: Spanish

DEGREE: Specialist in Education

MAJOR: Curriculum and Instruction

CONCENTRATION: Educational Diagnostics

DEGREE: Doctor of Education
MAJOR: Curriculum and Instruction

DEGREE: Doctor of Philosophy
MAJOR: Curriculum and Instruction

MINOR: Bilingual Education
MINOR: Curriculum and Instruction
MINOR: Early Childhood Special Education
MINOR: Education
MINOR: Educational Learning Technologies
MINOR: Reading

The Department of Curriculum and Instruction is devoted to the preparation of master educators for public, private, and governmental institutions. Graduates are prepared to serve as directors of instruction and curriculum, subject matter specialists, supervisors of student teaching and college professors of curriculum and instruction.

Five degree programs are available: Master of Arts (in education), Master of Arts in Teaching, Specialist in Education, Doctor of Education in curriculum and instruction, and Doctor of Philosophy in curriculum and instruction. The Master of Arts requires a concentration in curriculum and instruction. Six areas of concentration are offered: (1) curriculum and instruction, (2) bilingual education, (3) early childhood education, (4) reading, (5) TESOL, and (6) learning technologies. Course work may be taken in elementary education, secondary education, TESOL, curriculum development, instructional techniques, instructional technology, advanced methodology, multicultural education, and teaching fields or endorsement areas.

At the master's degree level, nonthesis option, the department requires a final examination. This written examination is administered once each semester (fall, spring, and summer II). Detailed information about the written exam is available in the department.

The Ph.D. and Ed. D have a theoretical–research orientation. Every doctoral student (Ph.D. and Ed.D.) is required to take a 12–credit research block that includes EDUC 613 and EDUC 576. Furthermore, students enrolled in the Ph.D. program must complete 6 credits in either computer tools courses or the foreign language sequence.

Three years of teaching experience or the equivalent is required for admission to doctoral programs in curriculum and instruction. Applicants for the Ed.S. degree must meet all departmental qualifications and have at least one year of successful teaching experience.

Doctoral–level qualifying exams are held during the spring semester.

Particulars with regard to procedural requirements relating to the degree are available by writing the department head.

Students seeking teacher licensure must meet all Teacher Education Program requirements. Those requirements include an undergraduate GPA of 2.5, passing scores on basic and general portions of the NMTA, and satisfying the requirements for the academic teaching field. Each student must possess the academic ability, character, and attitude suitable for teaching. Students who, in the professional judgment of the faculty and staff, do not possess these qualifications may be examined by a Selective Review Committee. The committee may recommend a variety of actions, ranging from remedial procedures to withdrawal from the Teacher Education Program.

Competitive Admission Process for Teacher Licensure

Applicants who successfully meet the minimum requirements for admission will be reviewed by the Teacher Education Program admission committee. The admission committee will base admission decisions on applicants' academic qualifications, basic skills test scores, written communication, faculty recommendations for the student and the student's portfolio.

Applicants should be aware that admission to the Teacher Education Program is competitive and is based upon available faculty resources. Posted GPA and basic skills test scores are the minimum necessary to be considered for admission to the Teacher Education Program and do not ensure admittance into programs. Applicants are encouraged to develop a strong student portfolio, achieve the highest GPA possible and present a professional portfolio.

General Admission to Graduate Programs

The Department of Curriculum and Instruction requires graduate students who have completed 9 credits under the "undeclared" category in the Graduate School and/or nondegree status in the College of Health and Social Services to be admitted into a graduate degree program either in Curriculum and Instruction or any other graduate department in the College of Education. The department will disenroll any student who has not been admitted into a graduate degree program (after completing 9 credits) and additionally, will not allow them to enroll or attend in other Curriculum and Instruction coursework.

BILINGUAL EDUCATION

BIL 489. Topics 3 cr.

Course subtitled in the Schedule of Classes. May be repeated three times for a maximum of 9 credits.

BIL 505. The Bilingual Preschool Child 3 cr.

Principles of multicultural education applied to preschool and primary levels. Focus on issues, methods, and materials.

BIL 520. Issues in Schooling for Bilingual Learners 3 cr.

Identification and consideration of current thought and directions in bilingual education, nationally and internationally.

BIL 522. Literacy-Language Instruction for Bilingual Students 3 cr.

Framework and strategies for developing the written language abilities of bilingual learners, with attention to the interrelationships among reading, writing, and oral language.

BIL 545. Bilingual/Multicultural Schooling and Community Relations 3 cr.

Rationale, information pertinent to the school and the community in a setting involving economic, cultural, and linguistics diversity.

BIL 550. Internship in Bilingual Education IV 1–6 cr.

Advanced experience in educational bilingual settings for prospective bilingual education teachers. Maximum of 6 credits.

BIL 560. Selected Topics in Bilingual Education III 1–6 cr.

Various topics on current requests and needs in bilingual education. Maximum of 6 credits. BIL561. The Bilingual Exceptional Student 3 cr. Introduction to bilingual/multicultural special education. Same as SPED 561, SPED 661.

BIL 563. Assessment and Consultation for Exceptional Multicultural Populations 3 cr.

Covers formal and informal methods of assessment for multicultural populations. Same as SPED 563, SPED 663.

BIL 570. Directed Study in Bilingual Education III 1–6 cr.

Independent research topics in bilingual education based on particular individual interest or needs.

BIL 616. Acquiring Emancipatory Discourses: TESOL/BIL 3 cr.

An elaboration of understandings of bi- and multilingualism and related models of education based on current research and practice.

BIL 617. Multiple Critical Literacies 3 cr.

An exploration of the multiple literacies that operate on the individual, classroom, community, cultural and societal levels.

BIL 619. Critical Literacies for Adult ESOL Learners 3 cr.

Bi- and multiliteracy development with a focus on the adult learner; concepts of participatory/critical/popular literacies are foundational to the course.

BIL 623. Curricular Mediation for Democratic Communities 3 cr.

Problematization of the various relationships, roles, and leadership considerations which emerge within educational institutions, their structures, and their culturally democratic practices in the classroom, community, and society. Restricted to doctoral-level students of any major. Same as EDUC 623, ECED 623.

BIL 630. Ethnography of Reading and Writing 3 cr.

Same as RDG 630.

BIL 633. Praxis and Reflexivity 3 cr.

The cyclical research processes of continuous self and systemic (re)evaluation vis-a-vis classroom, community, and society with an eye toward reflection, growth, change, and larger forms of social agency. Prerequisite: consent of instructor. Restricted to doctoral-level students of any major. Same as ECED 633, EDUC 633, RDG 633, EDLT 633.

BIL 635. Critical Theory and Pedagogy 3 cr.

Same as EDUC 635.

BIL 637. Social Justice Issues in Education 3 cr.

Same as EDUC 637.

BIL 660. Selected Topics in Bilingual Education IV 1–9 cr.

Various topics on current requests and needs to bilingual education.

BIL 663. Assessment and Consultation for Exceptional Multicultural Populations 3 cr.

Covers formal and informal methods of assessments as well as consultation models for multicultural populations. Same as BIL 563, SPED 563.

BIL 670. Directed Study in Bilingual Education IV 1–6 cr.

Independent research topics in bilingual education based on particular individual interest or needs.

EARLY CHILDHOOD EDUCATION

ECED 451. Play in the Early Childhood Curriculum 3 cr.

Development of curriculum based on children's play; a means of exploring and learning the patterns of human living, communications, and experiences congruous with their developing interests and capacities.

ECED 452. Teaching Language Minority Children in Early Childhood Settings 3 cr.

Framework and strategies for the educational development of young language-minority children.

ECED 455. Art/Music/PE Curriculum 3 cr. (2+2P)

Methods and materials for developmentally appropriate practices in teaching art, music, and PE for young children.

ECED 458. Field Experience Infants Pre–K) 1 cr.

Supervised field experiences in early childhood settings: infants, toddlers, and pre-K programs. Graded S/U.

ECED 459. Field Experience K 3) 1 cr.

Supervised field experiences in early childhood settings: public school programs K 3. Graded S/U.

ECED 465. Working with Handicapped Infants and Their Families 3 cr.

Normal and atypical infant development, methods to work effectively with high-risk and handicapped infants/toddlers ages birth to two and their families. Same as SPED 465.

ECED 470. Student Teaching/Seminar 6 cr.

Provides student teaching experience in a variety of settings with young children ages birth 8.

ECED 479. Curriculum in Early Childhood Education 3 cr.

Development and implementation of curriculum and materials for teaching young children.

ECED 489. Topics 3 cr.

Offered under various subtitles which indicate the subject matter to be covered. May be repeated three times for a maximum of 9 credits.

ECED 505. The Bilingual Preschool Child 3 cr.

Same as BIL 505.

ECED 510. Issues in Early Childhood Education 3 cr.

Examines current trends and problems through readings of theoretical, empirical, and applied literature.

ECED 515. Working with Parents of Young Children 3 cr.

Techniques for setting up home and classroom visitations, communicating with parents, and establishing special programs.

ECED 520. Seminar on Cognitive and Social Development 3 cr.

In-depth study of developmental theories: Piaget, Kohlberg, Bruner, and Erikson. Implications for development of preschool programs and teaching techniques.

ECED 540. Science/Math Curriculum 3 cr. (2+2P)

Methods and materials for developmentally appropriate practices in teaching science and math for young children. Same as ECED 440 with differentiated assignments for graduate students.

ECED 541. Language Arts/Social Studies 3 cr. (2+2P)

Methods and materials for developmentally appropriate practices in teaching language arts and social studies for young children. Same as ECED 441 with differentiated assignments for graduate students.

ECED 560. Introduction to Early Childhood Education 3 cr.

The teaching and caregiving of young children, age birth–8. Same as ECED 360 with differentiated assignments for graduate students.

ECED 570. Play in the Early Childhood Curriculum 3 cr.

Advanced exploration of the development of curriculum based on children's play. A means of exploring and learning the patterns of human living, communications, and experiences congruous with developing interests and capacities. Restricted to majors. Same as ECED 451 with differentiated assignments for graduate students.

ECED 605. Independent Study Topics in Early Childhood Education 1–3 cr.

A problem and seminar course for those pursuing an advanced graduate degree. Prerequisite: EDUC 535. May be repeated for a maximum of 6 credits. Restricted to doctoral-level students of any major.

ECED 606. Inquiry in Early Childhood Education 3 cr.

A complete research review and examination of practices in early childhood education. Restricted to doctoral-level students of any major.

ECED 612. History and Philosophy of Early Childhood Education 3 cr.

Critical analysis of the historical development and philosophical underpinnings of the field of early childhood education as it relates to current practice. Restricted to doctoral-level students of any major.

ECED 614. Early Childhood, Communities, and Social Policy 3 cr.

Early childhood politics and policy taken from a global, national, state, and community context. Restricted to doctoral-level students of any major.

ECED 623. Curricular Mediation for Democratic Communities 3 cr.

Problematization of the various relationships, roles, and leadership considerations which emerge within educational institutions, their structures, and their culturally democratic practices in the classroom, community, and society. Restricted to doctoral-level students of any major. Same as EDUC 623, BIL 623.

ECED 633. Praxis and Reflexivity 3 cr.

Same as BIL 633, EDUC 633, RDG 633, EDLT 633.

ECED 636. Teacher Education and Professional Development 3 cr.

Seminar designed to prepare early childhood professionals to teach adults. Restricted to doctoral-level students of any major.

ECED 698. Selected Topics in Early Childhood Education 1–6 cr.

Offered under various subtitles. May be repeated for a maximum of 6 credits. Restricted to doctoral-level students of any major.

EDUCATIONAL LEARNING TECHNOLOGIES

EDLT 520. Introduction to Multimedia and Authoring Tools 3 cr.

Explores the educational potential of hypertext, hypermedia, and multimedia. Video, videodisc, CD-ROM, and multimedia authoring tools are used to develop education applications. Prerequisite: EDUC 568 or consent of instructor.

EDLT 522. Technology and Language Learning 3 cr.

Use of technology to enhance second language and dual language programs. Organized around technology enhanced communicative and interactive language learning environments. Corequisite: EDUC 587 or consent of instructor.

EDLT 528. Designing Educational Resources for the Internet 3 cr.

Covers how to access, use, design, and evaluate instructional resources on the Internet, use telecommunications to support educational projects, send and receive files and use appropriate tools including compression routines for MS-DOS and Macintosh and client-server programs such as FTP, Gopher, and Archie. Prerequisite: EDUC 568 or consent of instructor. Same as EDLT 628.

EDLT 529. Developing and Managing Educational Networks 3 cr.

For educators who plan to manage technology resources in schools. Focus on operating systems, network capabilities and management, connections and transfer of files between different computer platforms and managing peripheral devices. Prerequisite: EDUC 568 or consent of instructor.

EDLT 570. Advanced Instructional Strategies 3 cr.

Applies instructional strategy development supported by technology for classroom curriculum. Prerequisite(s): EDUC 518.

EDLT 571. Action Research 3 cr.

Identification of action research problems in the field of learning technologies, design of study, data collection and analysis.

EDLT 573. Technology and Critical Thinking 3 cr.

Use of inquiry and problem-based learning supported by computer-based applications. Critical analysis of multiple forms of electronic media. Prerequisite: EDUC 568 or consent of instructor.

EDLT 574. Technology Planning and Grant Writing 3 cr.

Application of principles of curriculum development to the integration of technology to improve educational programs. How to develop technology plans, assess current uses of technology, write grants to acquire technology, improve the management of existing and future learning resources, and develop staff development strategies in technology.

EDLT 577. Theory and Practice for Online Teaching and Learning 3 cr.

Theory and practice of the design, development, and assessment of internet-based curriculum and pedagogy for a diverse society. Prerequisites: EDUC 518 or equivalent and web page development experience.

EDLT 607. Current Research in Learning and Technology 3 cr.

Explores models and methods for examining and researching the impact of technology on learning and education.

EDLT 610. Technology, Society, and Education 3 cr.

Same as EDUC 610.

EDLT 615. Application of Computer Tools for Research 3 cr.

A seminar for doctoral students emphasizing research (data collection and data analysis) tools that use computer applications.

EDLT 620. Advanced Multimedia Curriculum Development 3 cr.

Explores the use of professional multimedia tools to create learning materials. Prerequisite: EDLT 520.

EDLT 628. Designing Educational Resources for the Internet 3 cr.

Same as EDLT 528 with additional assignments for doctoral students.

EDLT 633. Praxis and Reflexivity 3 cr.

Same as BIL 633, ECED 633, EDUC 633, RDG, 633.

EDLT 672. Advanced Curriculum Development 3 cr.

Integration of technology into content areas. Prerequisite(s): EDUC 518.

EDLT 673. Literacy and Technology 3 cr.

Same as RDG 673, BIL 673.

CURRICULUM AND INSTRUCTION

EDUC 450. Methods of Teaching Early Childhood Education 3 cr.

Characteristics of the young child, play, guidance, communication, methods, materials, models, issues.

EDUC 451. Methods of Teaching Elementary School Science 3 cr. (2+2P)

Methods and materials for teaching elementary school science. Includes components of lessons and the use of multimedia. Prerequisites: 9 hours of science from biology, chemistry, physics, and earth sciences, with no more than 3 hours from any one department. Corequisites: ECED 450, EDUC 452, and RDG 360 (Block A courses). Same as EDUC 551 with differentiated assignments for graduate students.

EDUC 452. Methods of Teaching Elementary School Mathematics 3 cr. (2+2P)

Content, theories of cognition, and instructional approaches for the teaching of mathematics in the elementary grades. Prerequisite: MATH 111. Corequisites: ECED 450, EDUC 451, and RDG 360 (Block A courses). Same as EDUC 552 with differentiated assignments for graduate students.

EDUC 453. Methods of Teaching Elementary School Language Arts 3 cr. (2+2P)

Implications of language acquisition and development for instructional practices. Focus on student-centered response to literature, writing process, whole language learning, based on socio-psycholinguistic theory and research. Corequisites: RDG 361, EDUC 454, and EDUC 455 (Block B courses). Same as EDUC 553 with differentiated assignments for graduate students.

EDUC 454. Methods of Teaching Elementary School Social Studies 3 cr. (2+2P)

Focus on social studies curriculum and instruction including student-centered approaches, active learning, educational technology, nontextual curriculum, integration, multicultural education, authentic assessment, and practical applications. Corequisites: RDG 361, EDUC 453, and EDUC 455 (Block B courses). Same as EDUC 554 with differentiated assignments for graduate students.

EDUC 460. Teaching Language Arts at the Middle and High School Level 3 cr. (2+2P)

Implications of cognition and language development for appropriate secondary instructional practices. Focus on construction of meaning, student-centered response to literature, writing process, print and oral language development, based on socio-psycholinguistic research and theory. Practicum required. Same as EDUC 560.

EDUC 461. Teaching Social Studies at the Middle and High School Level 3 cr. (2+2P)

Integrating content knowledge and pedagogy for the middle and high school teacher in social studies. The focus will be on a variety of instructional strategies and pedagogical skills that will enhance the learning of social studies. Practicum required. Same as EDUC 561.

EDUC 462. Teaching Mathematics at the Middle and High School Level 3 cr. (2+2P)

Integrating content knowledge and pedagogy for the middle and high school teacher in mathematics. The focus will be on a variety of instructional strategies and pedagogical skills that will enhance the learning of mathematics. Practicum required. Same as EDUC 562.

EDUC 463. Teaching Science at the Middle and High School Level 3 cr. (2+2P)

Integrating content knowledge and pedagogy for the middle and high school teacher in science. The focus

will be on a variety of instructional strategies and pedagogical skills that will enhance the learning of science for students in grades 6–12. Practicum required. Same as EDUC 563.

- EDUC 464. Teaching Foreign Language at the Middle and High School Level 3 cr. (2+2P)
Integrating content knowledge and pedagogy for the middle and high school teacher in foreign language. The focus will be on a variety of instructional strategies and pedagogical skills that will enhance the learning of foreign language for students in grades 6–12. Practicum required. Same as EDUC 564.
- EDUC 467. Teaching Business Education at the Middle and High School Level 3 cr. (2+2P)
Integrating content knowledge and pedagogy for the middle and high school teacher in business education. The focus will be on a variety of instructional strategies and pedagogical skills that will enhance the learning of business education for students in grades 6–12. Practicum required. Same as EDUC 567.
- EDUC 470. Elementary Student Teaching 9 cr.
Synthesis of knowledge and skills appropriate to teaching in elementary schools. Graded S/U.
- EDUC 471. Secondary Student Teaching 9 cr.
Synthesis of knowledge and skills appropriate to teaching in secondary schools. Graded S/U.
- EDUC 475. Contemporary Issues in Education 3 cr. (2+2P)
Discussion of contemporary issues including: classroom management, motivation, conferences, professional organizations, professional ethics, community influences, cultural pluralism, reform movements, instructional influences, and educational technology. Requires field experience component in a school or community setting. Same as EDUC 575.
- EDUC 480. International Student Teaching Seminar 1 cr.
Preparation for students planning to teach in an international setting. Prerequisite: Must be scheduled one semester before graduation.
- EDUC 481. Elementary Student Teaching Seminar 3 cr.
Discussion of elementary school issues related to student teaching. Taken concurrently with EDUC 470. Graded S/U.
- EDUC 482. Middle and High School Student Teaching Seminar 3 cr.
Discussion of secondary school issues related to student teaching. Taken concurrently with EDUC 471. Graded S/U.
- EDUC 483. Second Language Acquisition 3 cr.
Exploring affective, cultural, linguistic, cognitive factors that influence the second–language–acquisition process with application to classroom practice. Same as EDUC 583.
- EDUC 487. Methods of TESOL 3 cr.
Effective second language teaching approaches that provide for interactive learning situations, meaningful input language models, varied language use materials, adaptive teacher response strategies, and assessments of student processing needs.
- EDUC 489. Topics 1–3 cr.
Offered under various subtitles which indicate the subject matter to be covered. A maximum of 3 credits in any one semester and a grand total of 3 credits.
- EDUC 495. Directed Study Courses in Education 1–3 cr.
Each course shall be identified by a qualifying subtitle. Maximum of 3 credits in any one semester and a grand total of 6 credits.
- EDUC 501. Special Topics 1–3 cr.
Course subtitled in the Schedule of Classes. A maximum of 3 credits per semester and a total of 6 credits overall.
- EDUC 502. Special Problems 1–3 cr.
Course subtitled in the Schedule of Classes. A maximum of 3 credits per semester and a total of 6 credits overall.
- EDUC 503. Contemporary Developments 1–3 cr.

Course subtitled in the Schedule of Classes. A maximum of 3 credits per semester and a total of 6 credits overall.

EDUC 504. Adult and Family Literacy in TESOL 3 cr.

An exploration of the theoretical, programmatic, and curricular frameworks for English language learners and their families. Focus on the development of culturally responsive and pedagogically sound literacy programs. Same as RDG 504.

EDUC 505. Classroom Management 3 cr.

Strategies for managing classroom settings and determining appropriate modification of instructional approaches to meet changing classroom situations.

EDUC 506. Adult and Family Literacy 3 cr.

Principles, practices, and instructional materials for adult and family literacy. Same as RDG 510.

EDUC 509. Teaching Methods Laboratory 3 cr.

Practical application of previously learned content. Prerequisites: bachelor's degree and admission to the Graduate School and departmental special program. Elementary or secondary. Graded S/U.

EDUC 510. Internship/Student Teaching 6 cr.

Integrated with EDUC 509. Student is assigned to an elementary or secondary classroom for 14–16 weeks. Elementary or secondary. Prerequisite: EDUC 509. Graded S/U.

EDUC 511. Literary Assessment and Evaluation 3 cr.

Theoretical and practical aspects of using formal and informal assessment and evaluation procedures in literacy curriculum and instruction. Same as RDG 511.

EDUC 512. Equity Education for Mathematics Teachers 3 cr.

This course is designed to increase teacher awareness and ability to address diverse students learning needs leading to success in mathematics. Prerequisites: Have access to teach in a mathematics classroom with a diverse student population. Same as EDUC 615.

EDUC 515. Multicultural Education 3 cr. (2+2P)

Conceptual manifestations of culture, race, and ethnicity, class, gender, exceptionalities, language and bilingualism within the schooling process. Same as EDUC 315 with differentiated assignments for graduate students.

EDUC 516. Curriculum and Pedagogy I 3 cr.

Introduction, reconstruction, and other connections among historical, philosophical, sociocultural, psychological, and theoretical foundations of curriculum and pedagogy and their application to culturally and linguistically diverse teaching and learning settings.

EDUC 518. Technology and Pedagogy 3 cr.

Critical analysis, design, and evaluation of computer-based technologies in teaching and learning for diverse communities.

EDUC 519. Research in Curriculum and Pedagogy 3 cr.

An introduction to qualitative and quantitative designs for research in curriculum and instruction, with emphasis on action research.

EDUC 520. Action Research Projects 3 cr.

Deeper explorations and connections among foundations of curriculum and pedagogy and their application to culturally and linguistically diverse teaching and learning settings through action research projects, approaches to assessment, and agency. Prerequisite(s): EDUC 515, 516, 518 & 519.

EDUC 530. Exploration in Education 3 cr. (2+2P)

Overview of elementary and secondary schooling. Includes opportunities to gain teaching experience in diverse settings.

EDUC 536. Special Studies: Bilingual Education, Curriculum and Instruction, Early Childhood Education, or Read 3 cr.

Each study will be designated by a qualifying subtitle.

EDUC 537. Independent Readings 1–3 cr.

Each project will be designated by a qualifying subtitle.

EDUC 550. Methods of Teaching Early Childhood Education 3 cr.

Characteristics of the young child, play, guidance, communication, methods, materials, models, issues. Same as EDUC 450 with differentiated assignments for graduate students.

EDUC 551. Methods of Teaching Elementary School Science 3 cr. (2+2P)

Methods and materials for teaching elementary school science. Includes components of lessons, planning and teaching lessons in schools, and multimedia. Prerequisites: 9 hours of science from biology, chemistry, physics, and earth science with no more than 3 hours from any one department. Corequisites: ECED 550, EDUC 552, and RDG 560 (block A course). Same as EDUC 451 with differentiated assignments for graduate students.

EDUC 552. Methods of Teaching Elementary School Mathematics 3 cr. (2+2P)

Content, theories of cognition, and instructional approaches for the teaching of mathematics in the elementary grades. Prerequisite: MATH 111. Corequisites: ECED 550, EDUC 551, and RDG 560 (block A course). Same as EDUC 452 with differentiated assignments for graduate students.

EDUC 553. Methods of Teaching Elementary School Language Arts 3 cr. (2+2P)

Implications of language acquisition and development for instructional practices. Focus on student-centered response to literature, writing process, whole language learning, based on socio-psycholinguistic theory and research. Corequisites: EDUC 554, EDUC 555, and RDG 561 (block B course). Same as EDUC 453 with differentiated assignments for graduate students.

EDUC 554. Methods of Teaching Elementary School Social Studies 3 cr. (2+2P)

Focus on social studies curriculum and instruction including student-centered approaches, active learning, educational technology, nontextual curriculum, integration, multicultural education, authentic assessment, and practical applications. Corequisites: EDUC 553, EDUC 555, and RDG 561 (block B course). Same as EDUC 454 with differentiated assignments for graduate students.

EDUC 557. Science and Math Methods: Internship 3 cr.

Elementary alternative licensure process course designed to introduce intern licensed teachers to methods of instruction for mathematics and science. University supervision provided simultaneously with EDUC 557. Restricted to CI and HSS non-degree students.

EDUC 558. Social Studies/Language Arts Methods Internship 3 cr.

Elementary alternative licensure process course designed to introduce intern licensed teachers to methods of instruction of social studies and language arts. University supervision provided simultaneously with EDUC 558. Restricted to CI and HSS non-degree students.

EDUC 560. Teaching Language Arts at the Middle and High School Level 3 cr. (2+2P)

Implications of cognition and language development for appropriate secondary instructional practices. Focus on construction of meaning, student-centered response to literature, writing process, print and oral language development, based on socio-psycholinguistic research and theory. Practicum required. Same as EDUC 460 with differentiated assignments for graduate students.

EDUC 561. Teaching Social Studies at the Middle and High School Level 3 cr. (2+2P)

Integrating content knowledge and pedagogy for the middle and high school teacher in social studies. The focus will be on a variety of instructional strategies and pedagogical skills that will enhance the learning of social studies for student in grades 6–12. Practicum required. Same as EDUC 461 with differentiated assignments for graduate students.

EDUC 562. Teaching Mathematics at the Middle and High School Level 3 cr. (2+2P)

Integrating content knowledge and pedagogy for the middle and high school teacher in mathematics. The focus will be on a variety of instructional strategies and pedagogical skills that will enhance the learning of students in 6–12 setting settings for mathematics. Same as 462 with differentiated assignments for graduate students.

EDUC 563. Teaching Science at the Middle and High School Level 3 cr. (2+2P)

Integrating content knowledge and pedagogy for the middle and high school teacher in science. The focus will be on a variety of instructional strategies and pedagogical skills that will enhance the learning of science for student in grades 6–12. Practicum required. Same as EDUC 463 with differentiated assignments for graduate students.

EDUC 564. Teaching Foreign Language and the Middle and High School Level 3 cr. (2+2P)

Integrating content knowledge and pedagogy for the middle and high school teacher in foreign language. The focus will be on a variety of instructional strategies and pedagogical skills that will enhance the learning of foreign language for student in grades 6–12. Practicum required. Same as EDUC 464 with differentiated assignments for graduate students.

EDUC 567. Teaching Business Education at the Middle and High School Level 3 cr. (2+2P)

Integrating content knowledge and pedagogy for the middle and high school teacher in business education. The focus will be on a variety of instructional strategies and pedagogical skills that will enhance the learning of business education for student in grades 6–12. Practicum required. Same as EDUC 467 with differentiated assignments for graduate students.

EDUC 570. Classroom Research I 3 cr.

Introduction to action research techniques for classroom teachers. For interns only.

EDUC 575. Contemporary Issues in Education 3 cr. (2+2P)

Discussion of contemporary issues including: classroom management, motivation, conferences, professional organizations, professional ethics, community influences, cultural pluralism, reform movements, instructional influences, and educational technology. The class will require a field experience component in a school or community setting. Taught with EDUC 475 with differentiated assignments for graduate students.

EDUC 576. Qualitative Research 3 cr.

Introduction to qualitative research methodologies from problem formulation to interpretation of results.

EDUC 583. Second Language Acquisition 3 cr.

Exploring affective, cultural, linguistic, cognitive factors that influence the second-language-acquisition process with application to classroom practice. Appropriate for public school and adult educators. Same as EDUC 483.

EDUC 587. Pedagogy of TESOL 3 cr.

Overview of approaches that provide for interactive, culturally responsive pedagogy for students acquiring English. Emphasis on development of ESL literacy. Appropriate for public school and adult educators. Same as RDG 587.

EDUC 590. TESOL Practicum 3 cr.

Classroom applications of ESL literacy development through supervised teaching experiences accompanied by a seminar. Same as RDG 590.

EDUC 595. Directed Study Courses in Education 1–3 cr.

Each course will be identified by a qualifying subtitle. Maximum of 3 credits in any one semester and a total of 6 credits overall.

EDUC 598. Special Research Programs 1–3 cr.

Individual investigations either analytical or experimental. Maximum of 3 credits per semester and a total of 6 credits overall.

EDUC 599. Master's Thesis 0–88 cr.

Thesis.

EDUC 600. Doctoral Research 1–88 cr.

Research.

EDUC 601. Contemporary Curriculum/Instruction Practices 1–3 cr.

Course subtitled in the Schedule of Classes. A maximum of 3 credits per semester and a total of 6 credits overall.

EDUC 602. Internship in Curriculum and Instruction 3–6 cr.

For those pursuing an advanced graduate degree to meet the requirement for field work. Each course to bear an appropriate subtitle.

EDUC 603. Curriculum for a Diverse Society 3 cr.

Builds upon knowledge of the foundations of curriculum and professional experience in an educational setting. Focus on the role of the curriculum leader in understanding curriculum theory, designing curriculum, and implementing curriculum in various settings.

EDUC 604. Pedagogy of Learning in a Diverse Society 3 cr.

Builds upon knowledge of the foundations of instruction and professional experience in teaching and learning. Focus on diverse theories of instruction with relevant practices in pluralistic settings and multicultural interactions of teaching and learning.

EDUC 605. Independent Study Topics 1–3 cr.

A problem and seminar course for those pursuing an advanced graduate degree. Course subtitled in the Schedule of Classes. Prerequisite: EDUC 535.

EDUC 606. In-depth Interviewing: A Qualitative Research Method 3 cr.

Use of pilot research project to introduce students to in-depth interviewing techniques.

EDUC 607. Current Research in Educational Practice 3 cr.

A seminar for doctoral and education specialist students emphasizing current research and educational practices. Same as BIL 607, ECED 607, RDG 607, and SPED 607.

EDUC 608. Issues in Multicultural Curriculum and Instruction and Teacher Education 3 cr.

Builds upon multicultural theories and practices of teacher education. Restricted to doctoral-level students of any major.

EDUC 610. Technology, Society, and Education 3 cr.

Investigates models of the change process, examines speculations related to the directions and dynamics of change in an era of electronic technologies, explores shifts in the cultural and personal activities and relations of humans, and speculates on concomitant educational implications. Same as EDLT 610.

EDUC 613. Evaluation of Quantitative Research in Education 3 cr.

A doctoral-level exploration of a broad range of quantitative research designs and methodologies for collection and analysis of data as applied to critical review of the literature. Prerequisite: EDUC 513 or the equivalent.

EDUC 614. Schooling for a Democratic Society 3 cr.

Examines the foundations of the U.S. public school with special attention to the struggle for equity and access in education. Restricted to doctoral-level students of any major.

EDUC 623. Curricular Mediation for Democratic Communities 3 cr.

Problematization of the various relationships, roles, and leadership considerations which emerge within educational institutions, their structures, and their culturally democratic practices in the classroom, community, and society. Restricted to doctoral-level students of any major. Same as BIL 623, ECED 623.

EDUC 632. Multicultural Education Curricular and Pedagogical Trends 3 cr.

Study and critique of historical constructs, philosophical considerations, paradigm orientations, theories, and pedagogical practices foundational to multi-perspective understanding of multicultural education. Restricted to doctoral-level students of any major.

EDUC 633. Praxis and Reflexivity 3 cr.

Same as BIL 633, ECED 633, EDLT 633, RDG 633.

EDUC 634. Research as Praxis 3 cr.

Alternative community-or-school-based research aimed at investigating and transforming educational realities, with the participants for their own benefit. Students will experience the dynamic between research theory and practice in education. Prerequisites: EDUC 576 and 613. Restricted to majors.

EDUC 635. Critical Theory and Pedagogy 3 cr.

Covers the various schools of thought on pedagogy, the historical and philosophical foundations embedded in these schools, and their impact on educational settings. Restricted to doctoral-level students of any major. Same as BIL 635.

EDUC 637. Social Justice Issues in Education 3 cr.

Covers the systems of oppression located within the constructs of power and hegemony and their impact on schooling. Restricted to doctoral-level students of any major. Same as BIL 637.

EDUC 685. Practicum 2–6 cr.

Provision for field inquiries and experiences designed to prepare the doctoral student for assuming responsibilities in the areas of curriculum and instruction. Prerequisite: post-master's standing.

EDUC 694. Dissertation Seminar: Qualitative Research Designs 1–6 cr.

Dissertation seminar course for doctoral students utilizing a qualitative research design. Prerequisite: consent of instructor. Restricted to College of Education students.

EDUC 698. Selected Topics 1–6 cr.

Offered under various subtitles which indicate the subject matter to be covered. A maximum of 6 credits per semester and a total of 6 credits overall.

EDUC 699. Ed.S. Thesis 1–88 cr.

Offered primarily for those pursuing the research requirements for the Ed.S. degree. Course may be repeated up to a maximum allowed for this degree. Each research project will be designated by a qualifying subtitle.

EDUC 700. Doctoral Dissertation 0–88 cr.

Dissertation.

READING

RDG 510. Adult and Family Literacy 3 cr.

Principles, practices, and instructional materials for adult and family literacy. Same as EDUC 506.

RDG 511. Literacy Assessment and Evaluation 3 cr.

Theoretical and practical aspects of using formal and informal assessment and evaluation procedures in literacy curriculum and instruction. Same as EDUC 511.

RDG 514. Content Area Literacy 3 cr.

Surveys integrated reading/writing/discursive practices in middle/secondary content areas. Same as RDG 314.

RDG 522. Language and Literacy Acquisition 3 cr.

Framework and strategies of language and literacy acquisition with attention to bilingual learners and the interrelationship among reading, writing, and oral language. Same as BIL 522, RDG 422.

RDG 525. Pedagogy and Theory of Literature for Adolescents 3 cr.

This course provides an in-depth exploration of pedagogy and theory related to literature for adolescents. Prerequisite(s): Graduate Standing.

RDG 530. Sociopsycholinguistics of Reading 3 cr.

Examines current research on reading process, learning to read, and teaching children to read and evaluates current programs and materials.

RDG 536. Special Studies in Literacy 1–6 cr.

Each study will be designated by a qualifying subtitle. Same as RDG 636.

RDG 537. Independent Study in Literacy 1–6 cr.

Each project will be designated by a qualifying subtitle. Same as RDG 637.

RDG 551. Literacy Development in Early Childhood 3 cr.

Advanced theory, research, and practice relating to early childhood reading. Same as RDG 351.

RDG 555. Introduction to Instructional Leadership for Literacy Educators 3 cr.

Three credit course will introduce students to the roles and responsibilities of literacy specialists in the k-12 school setting. Prerequisite(s): Graduate standing, RDG 511 & RDG 530.

RDG 560. Elementary School Literacy I 3 cr. (2+2P)

Reading development, curriculum, and instruction in the elementary grades. Corequisites: ECED 550, EDUC 551, and EDUC 552 (block A course). Same as RDG 360 with differentiated assignments for graduate students.

RDG 561. Elementary School Literacy II 3 cr. (2+2P)

Reading development in curriculum and instruction with assessment and evaluation in the elementary grades (K-8). Prerequisite: RDG 560. Corequisites: EDUC 553, EDUC 554, and EDUC 555 (block B course). Same as RDG 361 with differentiated assignments for graduate students.

RDG 585. Practicum in Literacy Education 1-6 cr.

Supervised laboratory experience with children with reading difficulties. The student implements a program of specific procedures to aid the disabled reader. Prerequisite: RDG 511.

RDG 587. Pedagogy of TESOL 3 cr.

Overview of approaches that provide for interactive, culturally responsive pedagogy for students acquiring English. Emphasis on development of ESL literacy. Appropriate for public school and adult educators. Same as EDUC 587.

RDG 598. Selected Topics in Literacy 1-6 cr.

Offered under different subtitles in the Schedule of Classes. Same as RDG 698 with differentiated subjects for doctoral students.

RDG 600. Doctoral Research in Literacy 1-88 cr.

Research on topic of interest.

RDG 605. Independent Study Topics in Reading 1-6 cr.

A problem and seminar course for those pursuing an advanced degree. Each course will have an appropriate subtitle.

RDG 608. Critical Issues in Literacy Education 3 cr.

Critical issues from historical to current perspectives.

RDG 616. Acquiring Emancipatory Discourses and TESOL/BIL 3 cr.

Same as BIL 616.

RDG 617. Multiple Critical Literacies 3 cr.

Same as BIL 617.

RDG 621. Literacy/Biliteracy Assessment and Evaluation 3 cr.

Same as BIL 621.

RDG 630. Ethnography of Reading and Writing 3 cr.

Covers the dynamics of data interpretation and critical analysis in the study of literacy.

RDG 633. Praxis and Reflexivity 3 cr.

Same as BIL 633, ECED 633, EDLT 633, EDUC 633.

RDG 636. Special Studies in Literacy 1-6 cr.

Offered under different subtitles in the Schedule of Classes. Same as RDG 536 with differentiated assignments for doctoral students.

RDG 639. Multiculturalism, Literature, and Inquiry 3 cr.

Advanced exploration and examination of critical multicultural language education vis-a-vis children's adolescent, young adult, and adult literature, with an eye toward problematizing assumptions about literacy, articulating issues of social justice and enacting transactive, transformative pedagogy. Same as BIL 639.

RDG 640. Higher Education Teaching Apprenticeship 1-6 cr.

Instructor apprenticeship in teaching university-level literacy-related classes. Each course should bear a qualifying subtitle. Maximum of 6 credits per semester and a maximum of 6 credits.

RDG 685. Advanced Internship K-12 Literacy 3 cr.

Advanced internship in a professional position/research/application within K-12 schools and classes.

Restricted to doctoral-level students of any major. Same as BIL 685.

RDG 698. Selected Topics in Literacy 1-6 cr.

Offered under various subtitles that indicate the subject matter. Same as RDG 598.

RDG 699. Research Project 1-88 cr.

Offered primarily for those pursuing the research requirement for the Ed.S. degree. Each research project will be designated by a qualifying subtitle.

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